



**iTRACK
EDUCATION**



iASEND

**Welcome
Pack**

About Us



iTRACK Education (formerly LCP) was founded in 1993 as a publisher of language and teaching resources with the strapline “by Teachers for Teachers”. Today iTRACK Education is predominantly an EdTech company with leading software programs including iASEND for pupils with Special Needs.

The company is proud to serve over 500 schools in the UK and Internationally, including international schools in China, Singapore, Qatar and the UAE. We are focused on helping teachers save time in order to focus on their classroom work, and helping both leadership teams across MATs, and in schools, to optimise their use of data to plan and drive outstanding results.

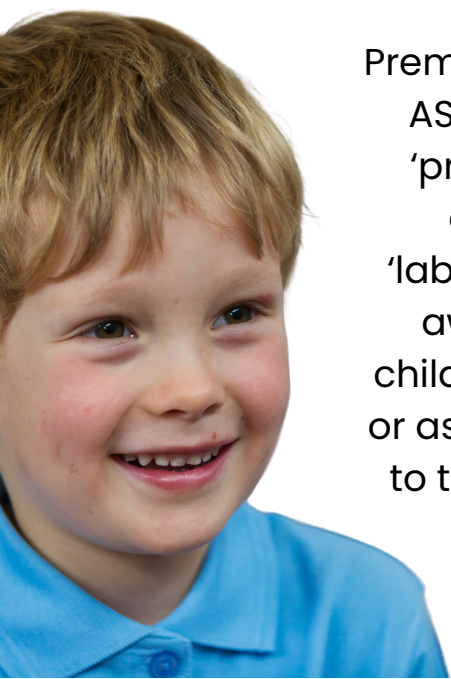
The Development of iASEND



iASEND stemmed from the need we had, now well over 15 years ago, to make sense of raw pupil data. We needed to be able to use the information to demonstrate how well the children were progressing and to make sense of their attainment year on year.

Requirements and Context

I thought about what schools needed to know and the sort of questions Ofsted asked about boy's and girl's attainment and pupils receiving free school meals in the days before Pupil Premium. I also considered the impact of various 'labels' such as ASD or physical disability and appreciated that these labels or 'primary need' don't really help when analysing pupil data. For example, ASD could be a child's primary need, but the same 'label' can be attached to a child who is locked in, has very little awareness of self or others and profound learning needs, or a child who excels academically and ends up with a PhD in maths or astrophysics! So, severity of need in key domains was created to try to capture what is getting in the way of pupils making the same progress as their mainstream counterparts.



Depth of Learning for students with SEND

The next development was to consider depth of learning and what this means to a child with SEND. The ability to use and apply learning is fundamentally important for all children but I was aware that the push to move on to new learning was causing some children to learn new knowledge and skills at the expense of older learning previously 'ticked off' as complete. The need to demonstrate that the child can remember, use and functionally apply previous learning is fundamental to iASEND where horizontal learning (recalling and demonstrating in a range of contexts) is just as important as vertical learning (acquiring new knowledge and skills). This is another key element of this system and allows all pupils to demonstrate progress over time.

Tracking Small Steps of Progress

So, a system was created of small steps of progress in each subject area that could be used to track progress and help teachers plan appropriately differentiated lessons for pupils. Over time this led to a curriculum model that built upon iASEND and linked learning opportunities directly to the iASEND assessment framework. The analysis of the subsequent annual progress data was originally done by hand and could be split according to gender, severity of need in key domains and by Pupil Premium or not Pupil Premium to compare groups as required.

Utility and Proof

Ofsted inspection feedback demonstrated that this system was beyond many others and could lead to schools making changes in approach to respond effectively to the school's results. The analysis of the pupil's data should lead the iASEND system to be able to benchmark school's data and help SEND developments by looking at best practice. Ultimately this supports pupils to achieve better, optimises progress and this will benefit future life chances and inclusion.

Summary

iASEND is fundamentally different to other systems as it was originally developed to be used in a special school with children aged from 3 to 19 and pupils attaining at very low P-levels to children who were studying for GCSEs and A levels. It needed to work for such a wide range of need, age and stage that it was devised to apply to all. This real school need allowed me to create an assessment system that was tweaked and developed over time to be as fit for purpose in the real world as it needed to be and I knew other schools had need for it because I had been sharing my work with several schools already.



Progress



Progress

Schools have the ability to set their own progress measures. However, it should be noted that when deciding on your 'expected' progress measures a few factors should be taken into account.

The iASEND statements are divided into curriculum blocks (A,S,E,N and D).

A= The Engagement Model

S= Below KS1

E= Years 1 and 2

N= Years 3, 4, 5 and 6

D= Years 7,8 and 9

Why shouldn't we use 100% progress?

If we take the E curriculum, no child will progress 100% of the curriculum over the course of the year, as they will have to have mastered all of the Key Stage 2 curriculum in one year. However, the same amount of academic progress will look different for E and N for example.

As E is two curriculum years, 50% of the curriculum can be expected to be achieved if wanting a children to go from the beginning of Year 1 to the start of Year 2. Whereas, N is split into 4 curriculum years. Therefore, to go from Year 3 then Year 4 you would expect 25%, as 100% is the whole curriculum.

Curriculum	iASEND suggested attainment
E – expected year 1	50%
E – expected year 2	100%
N – expected year 3	25%
N – expected year 4	50%
N – expected year 5	75%
N – expected year 6	100%
D – expected year 7	33.3%
D – expected year 8	66.6%
D – expected year 9	100%

Progress



What Progress should I use?

As mentioned schools have the autonomy to set their own progress measures. However, Dr Sue Fisher also devised her own progress measures through her own research and from developing the programme. She used Progression Guidance 2009–10 to support these (Progression Guidance 2009–10 (ioe.ac.uk))

As an overview:

SEN (Special Educational Needs) children often do not make the same progress as their peers without additional needs due to several interrelated factors. High expectations are crucial for securing good progress, yet many learners with SEN start a key stage well below their peers and may not achieve the expected two National Curriculum levels of progress over that period. This disparity can be attributed to a variety of challenges, including the need for more tailored curricula, teaching strategies, and support systems that adequately address their unique needs. Furthermore, accurate and continuous assessment is essential for measuring progress and adjusting learning plans, but this can be complex and resource-intensive for SEN learners, especially those working below age-related expectations. The lack of sufficient comparative benchmarks and data can also hinder the setting of realistic but ambitious targets and the effective evaluation of their progress. Consequently, schools must employ rigorous data analysis and maintain high expectations to support and challenge SEN learners appropriately, ensuring they receive the necessary provisions to make meaningful progress.

Curriculum	iASEND Suggested Progress
A	5%
S	7%
E	10%
N	12%
D	15%



Evidence

If you have iASEND Evidence (observation tracking tool) as part of your subscription, you have the ability to record observations of pupils alongside entering data.

You are also able to choose whether to share these observations with parents. This also gives parents the ability to record observations to build additional evidence.



Learn More



Parental Portal

If you have iASEND Evidence (observation tracking tool) as part of your subscription, you have the option of creating parent app logins so that you can share your observations with parents.

We have a separate guide to show you how to set these up, if you need a copy then please contact your education consultant or support.

How We Support?

Our Relationship

Our Education Consultants will act as your primary contact. They will establish and build the type of relationship you require with iTRACK, with a minimum contact of yearly and increased contact should this be requested. We do not want to be considered as 'just another School supplier'. We want to build a long-term relationship with you that is based on a mutual understanding of each other's needs, operations and objectives.

Understanding

We want to understand your circumstances, needs and challenges so that we can tailor the most appropriate solutions and services, to help you achieve your goals and ambitions. Our dedicated Education Consultants are proactive and reactive. We know the value of having a dedicated person to whom you can refer, as and when you need to, that knows you, understands your needs and can offer practical solutions at an appropriate time.

Communicating

You will have a named Education Consultant who is available to provide advice and training. In addition, our customer support and IT teams are available from 8.30am to 4.30pm Monday to Friday throughout the year, except on bank holidays in England and Wales. Enquiries will be answered in line with our current service level standards: for all online and emailed support tickets raised we will respond within 24 hours of the ticket being submitted. If an issue takes longer than our standard 24 hours, we will inform you at the time. Business critical issues are usually resolved within 4 hours.

Learn and Connect

Learn



Contact the Education Consultant, who supplied the demonstration, with the number of pupils you would like to start with and start date.

Setting up iASEND

<https://www.youtube.com/watch?v=6XkrIEs8x7U>

Entering Data

<https://www.youtube.com/watch?v=XprwHsH2hS0&t=3s>

Setting up iASEND

<https://youtu.be/65TdlU9cSXU>

Connect



Join our Facebook Forum to connect with other users:

<https://www.facebook.com/groups/561481798021700>

Support



If you have an issue, please contact either your education consultant or, if unavailable, call 01926 468 687, Monday to Friday from 8:30 am to 4:30 pm. Alternatively, you can raise a support ticket via [this link](#).



Get In Touch

Contact us

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